Progress Monitoring Using Interactive Tools

By

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Seeley-Swan High School

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Assessment Conference
Montana Office of Public Instruction

A little bit about me

- **Currently enrolled in a Doctoral Cohort through the University of Montana**
- **10th year in education**
  - **One semester as a substitute teacher in GF**
  - **3 years of teaching**
  - **K-12 Superintendent in Valier**
  - **K-8 Superintendent in Seeley Lake**
  - **9-12 Principal at Seeley-Swan High School**

Presentation Objectives

1. Briefly discuss the research behind our Reading/Writing program.
2. The program we chose and why.
3. How the Reading/Writing program is embedded as a common thread across the curriculum.
4. How we are monitoring student progress.
5. How our pyramid of interventions is incorporated.

Our Reading/Writing Program is a Mock Proposal

1. Definition of the problem
2. Survey of the literature
3. Methodology
4. Data analysis
5. Conclusions

Problem Statement

Seeley-Swan High School students have not achieved the minimum standard of proficiency and/or advanced as measured by the MontCas Reading CRT for the last two years. Furthermore, the minimum standard of proficiency is increased to 83% for 09-10.

- ✓ 07-08 only 60% of sophomores (current juniors) met the minimum standards of proficient or advanced
- ✓ 08-09 only 60% current sophomores met the minimum standards of proficient or advanced as 8th graders in 06-07
- ✓ 09-10 only 65% of current freshmen met the minimum standards of proficient or advanced as 8th graders in 07-08.

It is essential that we understand why we are successful or not successful so we can either:

1. **replicate and enhance**
2. **or collapse and redeploy.**

Two frogs two pots of water

- **One pot of water is boiling and the other is cool but gradually warming to a boil.**
- **The frog that is dropped into the boiling water immediately jumps – if he can!**
- **The frog that is dropped into the cool water slowly boils.**

Survey of the Literature

The International Center for Leadership in Education conducted a recent meta-analysis of seven meta analyses concerning common correlates of effective schools.

http://www.leadered.com

Survey of the Literature

1. **Ronald R. Edmonds, "Search for Effective Schools" NIE, East Lansing, MI. The Institute for Research on Teaching, College of Education, Michigan State University, 1981**

   - **Strong administrative leadership**
   - **Focus on basic skills**
   - **High expectations for student success**
   - **Frequent monitoring of student performance**
   - **Safe and orderly schools**

http://www.leadered.com

Survey of the Literature

2. **Jaap Scheerens and Roel Bosker, *The Foundations of Educational Effectiveness*, New York: Elsevier, 1997**

   - **Monitoring of student progress**
   - **Focus on achievement**
   - **Parental involvement**
   - **Creating a safe and orderly climate**
   - **Focused curriculum**
   - **Strong leadership**
   - **Cooperative working environment**
   - **Time on task**

http://www.leadered.com

Survey of the Literature

3. "Key High School Reform Strategies: An Overview of Research Findings." U.S. Department of Education, 1999.

- **Commitment to high academic expectations**
- **Small learning environments**
- **Structure learning around career/student interest**
- **Professional development focused on instruction**
- **Tie out-of-school learning to classroom learning**
- **Career and higher education counseling**
- **Flexible, relevant segments of instruction**
- **Assess on what students can do**
- **Partnerships with higher education**
- **Support alliances with parents and community**

http://www.leadered.com

Survey of the Literature

4. Robert J. Marzano, *What Works In Schools – Translating Research Into Actions*. ASCD, 2003.

- **Guaranteed and viable curriculum**
- **Challenging goals and effective feedback**
- **Parent and community involvement**
- **Safe and orderly environment**
- **Collegiality and professionalism**

http://www.leadered.com

Survey of the Literature

5. "High Poverty – High Success: Schools That Defy The Odds," Quick and Quick, Leadership Media, 2000.

- **A commitment to a rigorous and relevant curriculum for all students**
- **Implementation of a testing program that evaluated both students' conceptual knowledge and their ability to apply knowledge**
- **A focused and sustained staff development program**
- **Commitment to addressing the issue of student behavior**
- **Willingness to make organizational changes for the benefit of students**

http://www.leadered.com

Survey of the Literature

6. The Bill & Melinda Gates Foundation Education Reform Strategies – Foundation Definitions of Effective High Schools, Targeted Literature Review of Major Constructs and Their Components: Evaluating the National School District and Network Grant Program, 5/30/02.

- **Common focus on a few research-based goals**
- **High expectations**
- **Small, personalized learning environment**
- **Respect and responsibility for all**
- **Parent/community partnership**
- **Focus on performance**
- **Effective use of technology tools**

http://www.leadered.com

Survey of the Literature

7. Lawrence W. Lezotte, Robert D. Skaife, and Michael D. Holstead, *Effective Schools – Only You Can Make A Difference*, All Star Publishing, 2002

- **Creating the school culture**
- **The correlates of effective schools**
- **Site-based management**
- **Data collection, desegregation and analysis**
- **School improvement plans process**
- **Organizing schools for students**
- **Building community support**
- **Evaluation of student progress**

http://www.leadered.com

1. Create a culture that embraces the belief that all students need a rigorous and relevant curriculum *and* all children can learn.

2. Use data **to provide a clear unwavering focus to curriculum priorities that is both rigorous and relevant by identifying what is essential, nice to know, and not necessary.**

3. Provide students real-world applications of the skills and knowledge taught in the academic curriculum.

4. Create a framework to organize curriculum that drives instruction toward both rigor and relevance *and* leads to a continuum of instruction between grades and between disciplines.

5. Create multiple pathways to rigor and relevance based upon a student's personal interest, learning style, aptitude, and needs.

International Center for Leadership in Education

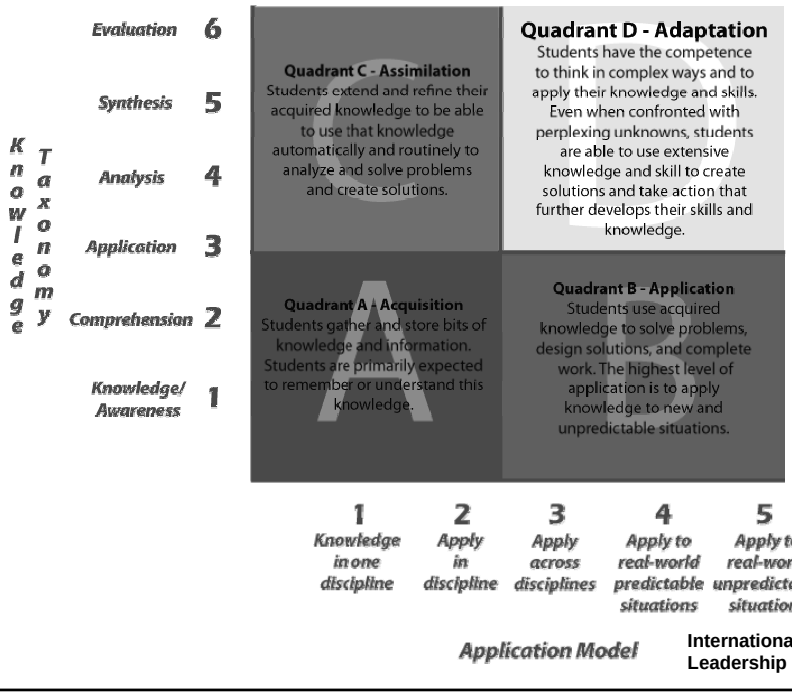
6. Set **high expectations** that are monitored and hold both **students and adults accountable for student's continuous improvement** in the priorities identified in #2 above.

7. Sustained professional development that is focused on the improvement of instruction.

8. Obtain and leverage parent and community involvement successfully in schools.

9. Establish and maintain safe and orderly schools.

10. Offer effective leadership development for administrators, teachers, parents, and community.



Application Model

International Center for Leadership in Education

What is a 90-90-90 School?

A 90-90-90 school is a school where:

- **90% or more of the students were eligible for free and reduced lunch**
- **90% or more of the students were members of ethnic minority groups**
- **90% or more of the students met the district or state academic standards in reading and another area**

Reeves, 2003

90/90/90 Schools Guiding Principles

1. **Focus on Academic Achievement**
2. **Clear Curriculum Choices**
3. **Frequent assessment of student progress and multiple opportunities for improvement.**
4. **An emphasis on nonfiction writing**
5. **Collaborative scoring of student work**

Reeves, 2003

90/90/90 Schools Guiding Principles

1. **Focus on Academic Achievement**
   - ***Laser like focus on student acheivement***
   - ***Charts, graphs, and tables illustrated student achievement throughout building***
   - ***Very clear to casual observer that student acheivement was highly prized***

Reeves, 2003

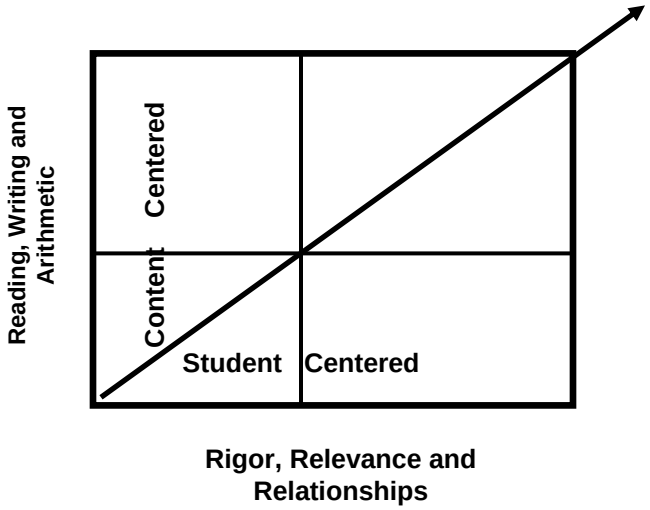
90/90/90 Schools Guiding Principles

2. Clear Curriculum Choices

- *Dedication to core learning*
  - *Reading*
  - *Writing*
  - *Mathematics*

Reeves, 2003

6 R's of Teaching and Learning



90/90/90 Schools Guiding Principles

3. **Frequent assessment of student progress and multiple opportunities for improvement.**
   - ***Poor performance does not necessarily mean a low grade but it does mean there will be multiple opportunities to improve.***
   - ***Teacher evaluation based on assessment scoring guides looked much more like active coaching after which improvement was required***
   - ***Not a final evaluation from which there was no reprieve***

Reeves, 2003

90/90/90 Schools Guiding Principles

Flipped the dependent variable and independent variable.

"Learning is the constant and time is the variable vs. time as the constant and learning the variable."

DuFour

90/90/90 Schools Guiding Principles

4. **An emphasis on nonfiction writing**
   - ***Performance assessments in written response form rather than objective assessments.***
     - ***Higher level of feedback***
     - ***Develop strategies to improve performance***
   - ***Common scoring rubric that evaluated all student writing***

Reeves, 2003

90/90/90 Schools Guiding Principles

5. **Collaborative scoring of student work**
   - ***Regularly exchanged student work to determine inter-rater reliability***
   - ***80% was the target for inter-rater reliability***
   - ***Fosters common expectations and reduces student and staff confusion when scoring written work.***

Reeves, 2003

Incorporated 90-90-90 principles at Seeley-Swan High School

1. **Focus on Reading and Writing**
2. **Special Education, Title Reading, English I, English II**
3. **Frequent assessment of student progress and multiple opportunities for improvement.**
4. **An emphasis on nonfiction writing**
5. **Collaborative scoring of student work**

Wouldn't it be nice if we had access to numerous non-fiction (highly engaging) text (similar to the Reading CRT) students could frequently practice and assess?

TeenBiz™ is the first instruction solution that delivers truly differentiated reading and writing assignments based on each student's actual Lexile™ level.

1. **Assess.** **Students' Lexile levels are assessed initially using LevelSet™, a proprietary assessment tool that determines each student's level of comprehension for informational text. This enables progress to be made immediately, without spending precious time identifying students' correct levels.**

2. Individualize. Each day, students receive level-appropriate, standards-aligned nonfiction reading/writing assignments via email. The Web-based assignments are interactive, engaging and highly motivating. They provide more time on task and more practice - which in turn fosters gains in reading comprehension, writing skills and vocabulary development across subject areas.

3. Reassess. Students' levels of comprehension are monitored by a daily formative assessment of students' reading comprehension abilities. However, in order to measure Lexile growth, a second administration of LevelSet is given mid-year so that students' Lexiles can be adjusted and more appropriate-leveled assignments can be delivered. A post assessment is done at the end of the year when another version of LevelSet is administered.

4. TeenBiz **also provides teachers and administrators with ongoing management reports and diagnostic data that enable individualized intervention and remediation based on a given student's needs.**

Lexile as a Measurement

- **Equal intervals – like inches, centimeters, etc.**
- **If the reader has a lexile level of 1000L then he will be forecasted to comprehend approximately 75% of a book with the same lexile measure of 1000L**
- **Targeted reading or "Zone of proximal development".**
- **Essentially the student can comprehend the material but is presented with an appropriate level of challenge.**

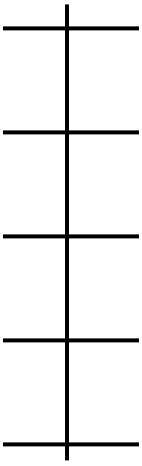
Meta-Metrics

Lexile Framework for Reading

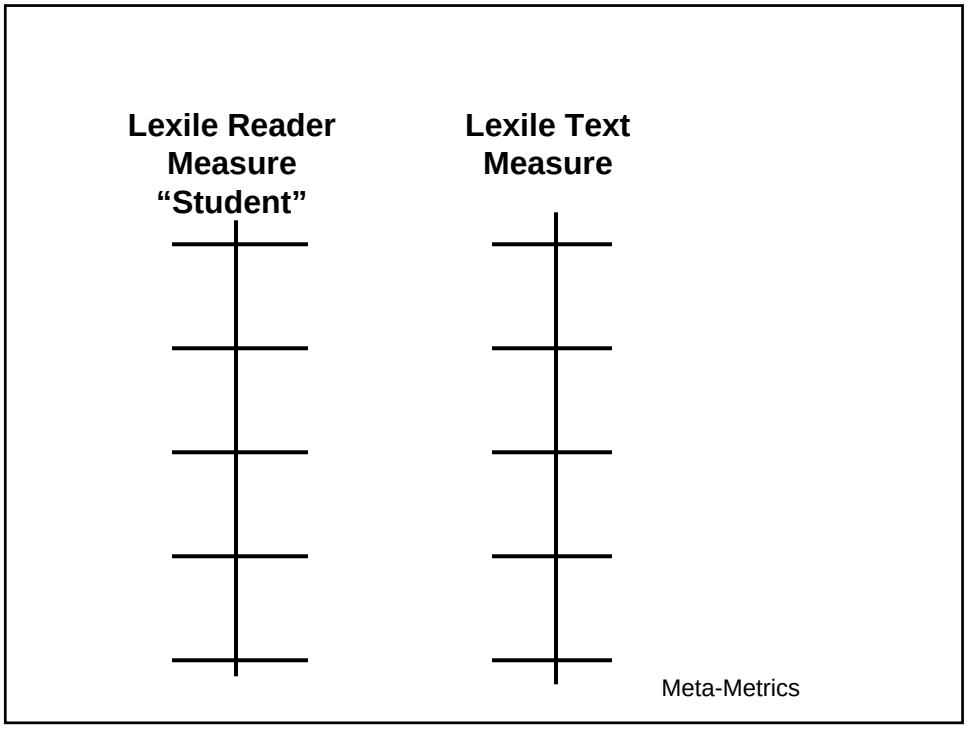
- **A Lexile reader measure represents a person's reading ability on the Lexile scale.**
- **A Lexile text measure represents a text's difficulty level on the Lexile scale.**

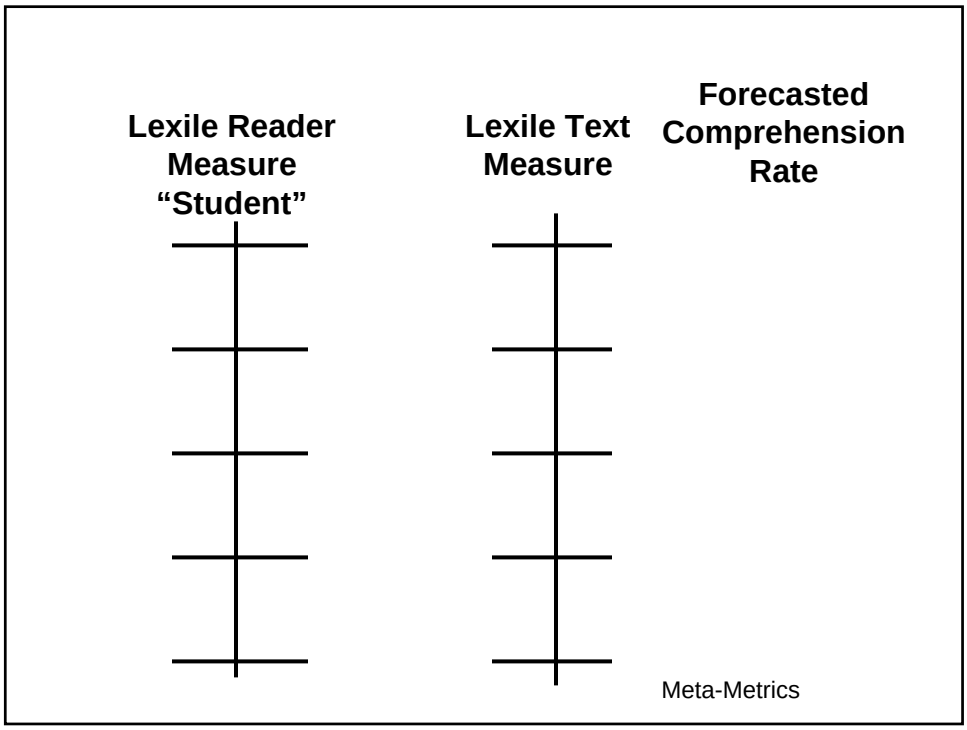
Meta-Metrics

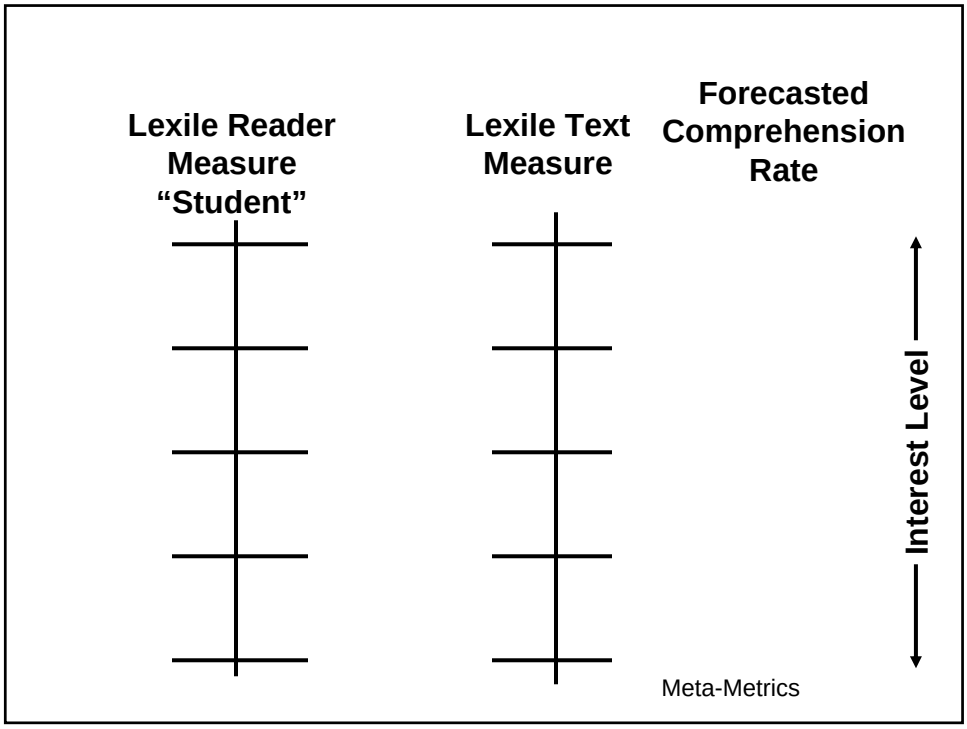
Lexile Reader Measure "Student"

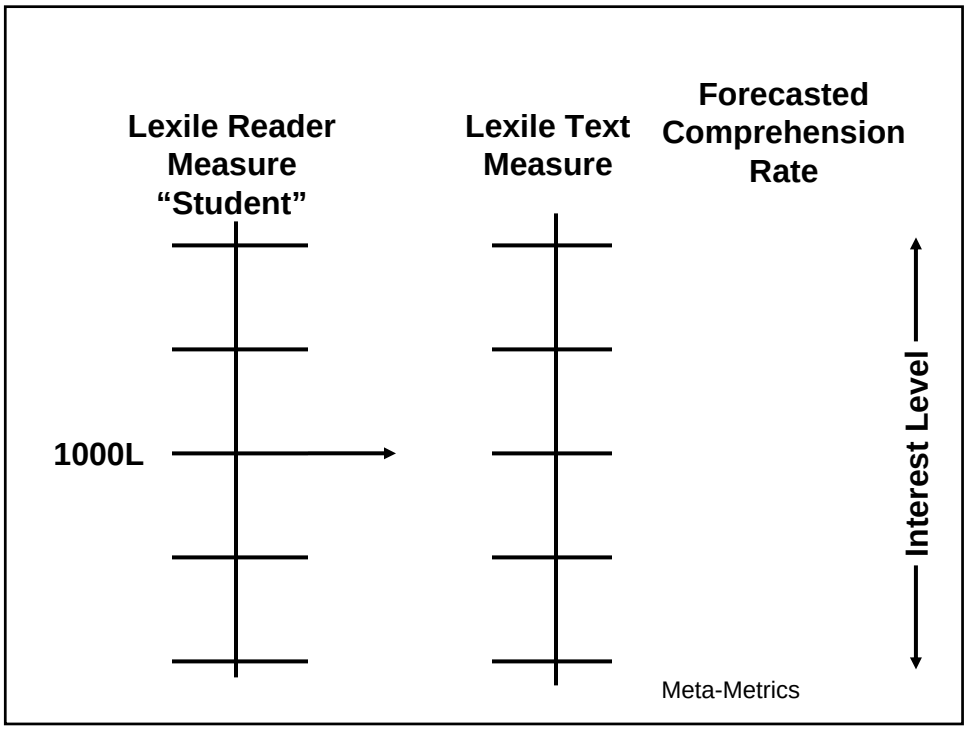


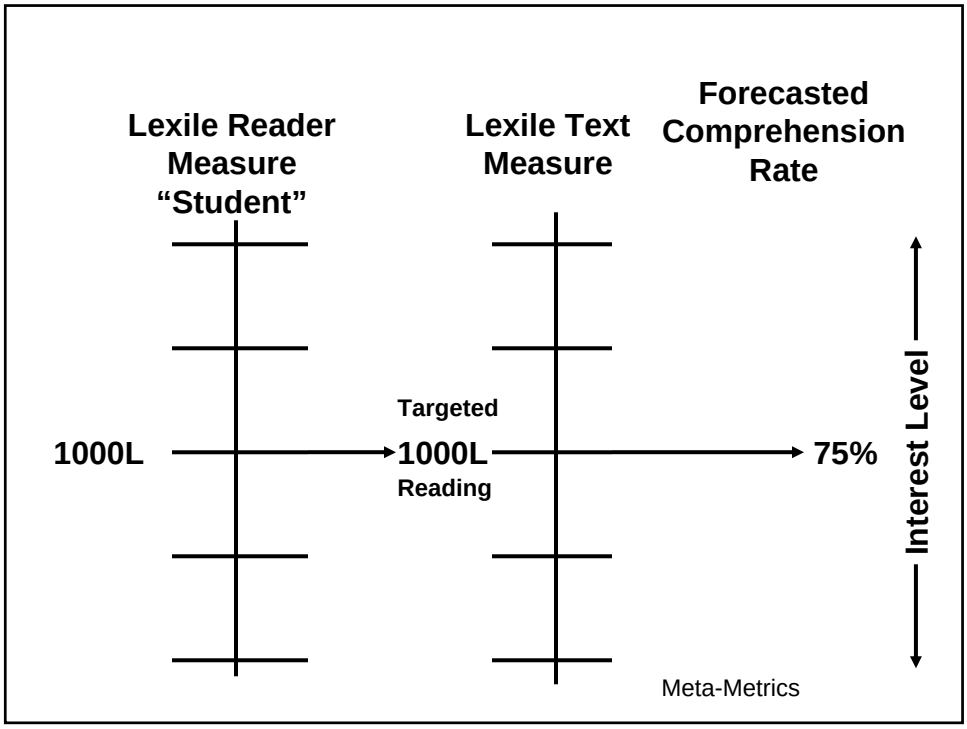
Meta-Metrics

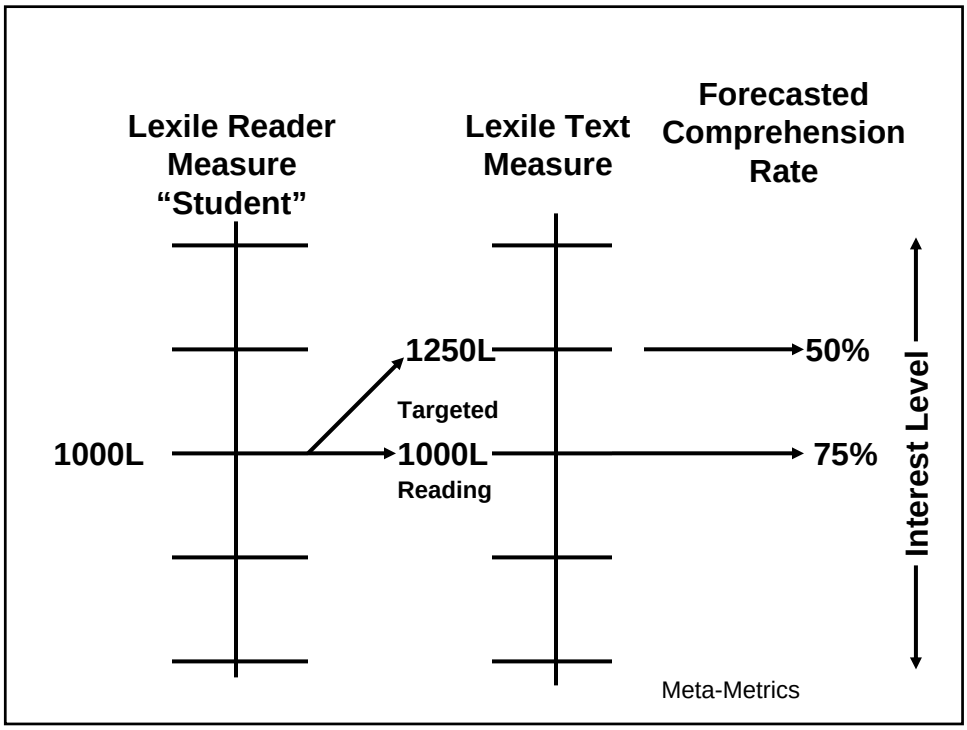

Lexile Reader Measure "Student"
Lexile Text Measure
Meta-Metrics

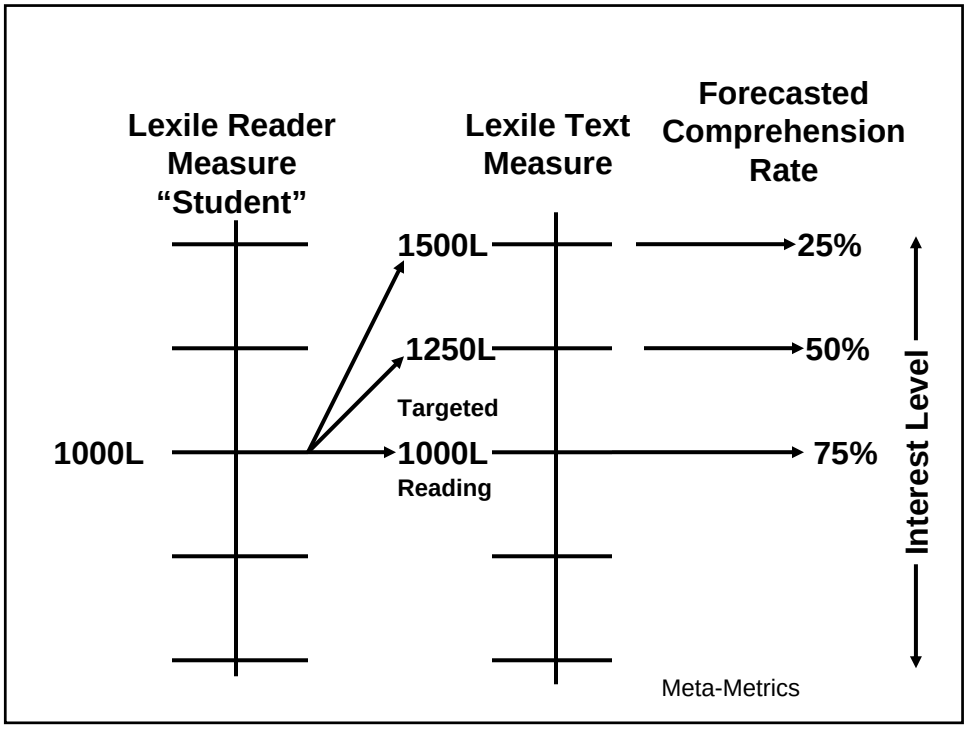

Lexile Reader Measure "Student"
Lexile Text Measure
Forecasted Comprehension Rate
Meta-Metrics

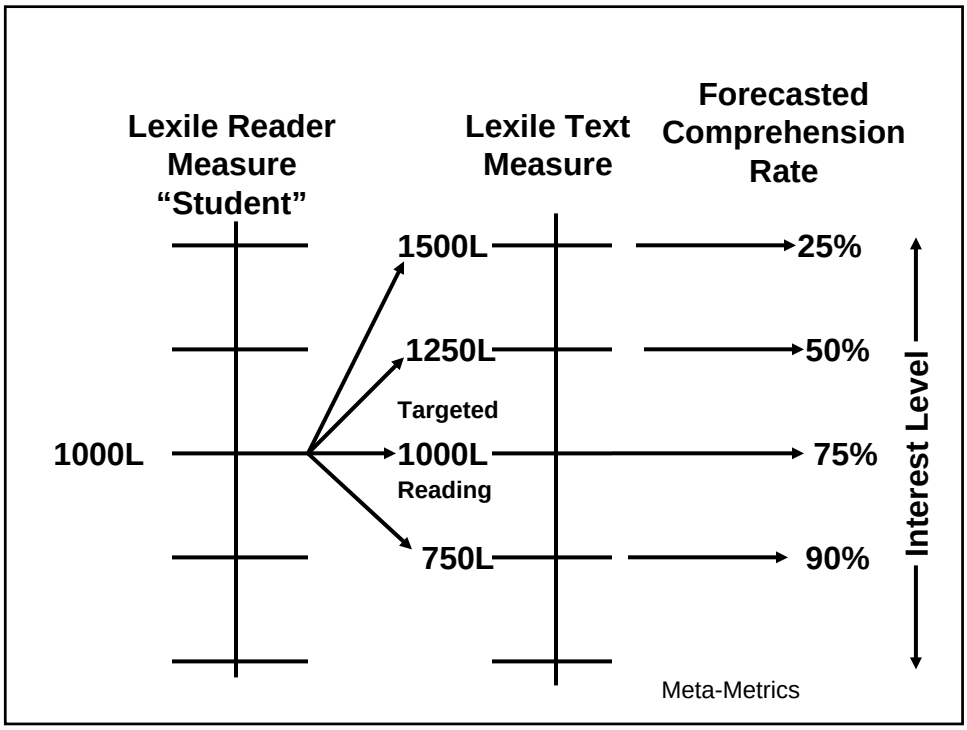

Lexile Reader Measure "Student"
Lexile Text Measure
Forecasted Comprehension Rate
Interest Level
Meta-Metrics

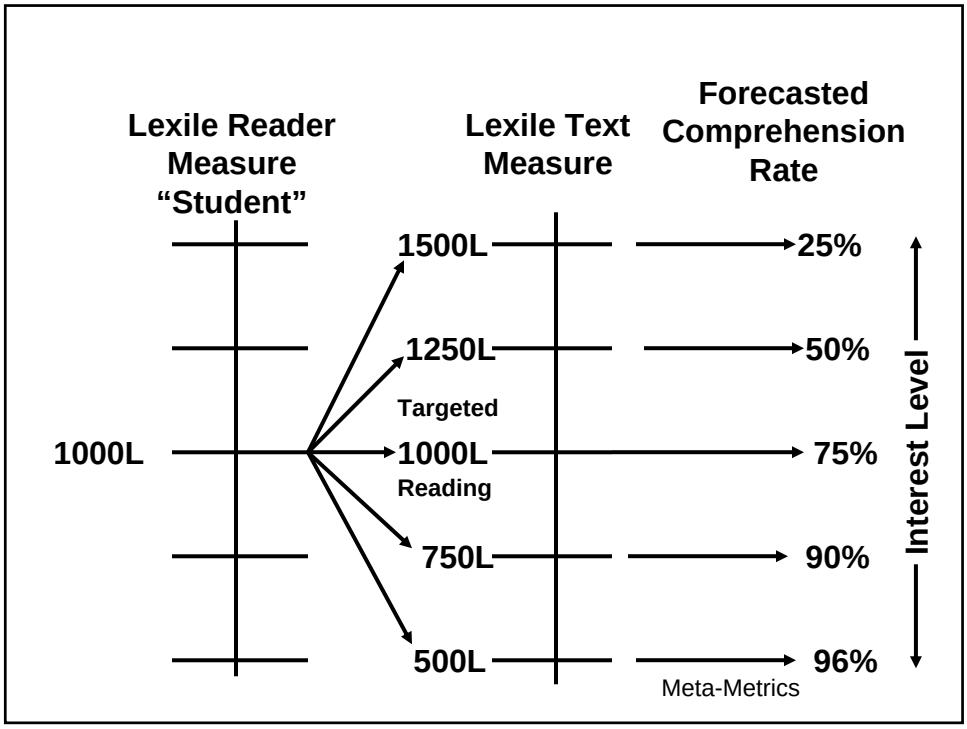

Lexile Reader Measure "Student"
Lexile Text Measure
Forecasted Comprehension Rate
1000L
Interest Level
Meta-Metrics

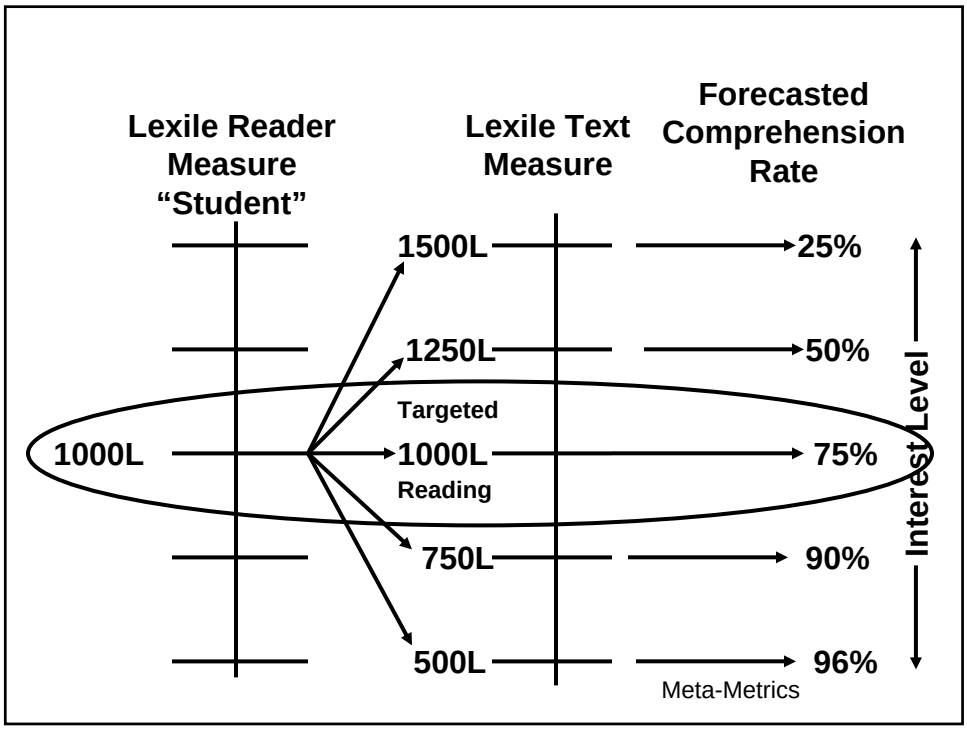

Lexile Reader Measure "Student"
Lexile Text Measure
Forecasted Comprehension Rate
Targeted
1000L
1000L
Reading
75%
Interest Level
Meta-Metrics


Lexile Reader Measure "Student"
Lexile Text Measure
Forecasted Comprehension Rate
1250L
50%
Targeted
1000L
1000L
Reading
75%
Interest Level
Meta-Metrics


Lexile Reader Measure "Student"
Lexile Text Measure
Forecasted Comprehension Rate
1500L
25%
1250L
50%
Targeted
1000L
1000L
Reading
75%
Interest Level
Meta-Metrics


Lexile Reader Measure "Student"
Lexile Text Measure
Forecasted Comprehension Rate
1500L
25%
1250L
50%
Targeted
1000L
1000L
Reading
75%
750L
90%
Interest Level
Meta-Metrics


Lexile Reader Measure "Student"
Lexile Text Measure
Forecasted Comprehension Rate
1500L
25%
1250L
50%
Targeted
1000L
1000L
Reading
75%
750L
90%
500L
96%
Interest Level
Meta-Metrics


Lexile Reader Measure "Student"
Lexile Text Measure
Forecasted Comprehension Rate
1500L
25%
1250L
50%
Targeted
1000L
1000L
Reading
75%
750L
90%
500L
96%
Interest Level
Meta-Metrics

The Lexile Framework

Grade Level Equivalent	Lexile Range	
	Low	High
Graduate School	1500	1700
College Junior/Senior	1320	1490
College Freshman/Sophomore	1240	1440
High School Senior	1210	1300
High School Junior	1120	1210
High School Sophomore	1100	1200
High School Freshman	1030	1120
Eighth Grader	1000	1100
Seventh Grader	950	1030
Sixth Grader	880	1000
Fifth Grader	790	920
Fourth Grader	620	800
Third Grader	490	540
Second Grader	360	490
First Grader	200	370

Comprehension Rates

- If Reader's Lexile level is 50% higher than the Lexile level of the text then comprehension is typically 96%.
- If Reader's Lexile level is 25% higher than the Lexile level of the text then comprehension is typically 90%
- If Reader's Lexile level is equal to the Lexile level of the text then the student typically has a comprehension rate of 75%
- If the Lexile level of the text is 25% higher than the Reader's Level then comprehension rate is 50%
- If the Lexile level of the text is 50% higher than the Reader's Level then the comprehension rate is 25%

Critical Problem

- **Inappropriately matching the reader with the text and ultimately:**
  - **The student is frustrated because the text is much too difficult and in some cases much too easy.**
  - **Compounding this is the interest level/background knowledge**
  - **The teacher is frustrated with the student further reinforcing some perceptions for both the student and the teacher**

Skiing Instructor

- Match the skill level of the student with the terrain

Inter-Rater Reliability

- **9th and 10th English Teachers exchange student papers periodically and compare scoring. Our goal is to consistently reach a correlation of 80% accuracy each exchange.**
- **We will incorporate all staff next year during early outs.**

Pyramid of Interventions

- Progress Monitoring
  - TeenBiz Reading/Writing Activity
    - Individualized Lexile
    - Complete Multiple Choice
    - Complete Thought Question
    - Teacher Assesses though question and provide descriptive feedback to students
  - TeenBiz Reading/Writing Activity once a week in Sophomore English:
  - TeenBiz Reading/Writing Activity once a week in Sophomore Cores:
    - HPE
    - Biology
    - World History

Pyramid of Interventions

- Strategic
  - Additional TeenBiz Reading/Writing assignment typically geared towards students individual interest
  - Individual growth plan addressing individual student's needs
  - This is considered incidental contact where a student works with a Title I Reading teacher but does not receive credit or lose opportunities to take courses. This is not a replacement class. The student may visit the teacher once a week during any period, preferably study hall.

Pyramid of Interventions

- **Intensive**
  - **Replacement/supplemental services**
  - **In corroboration with IEP or "Growth Plan".**